**Prior Knowledge: Family; Physical features and characteristics; Some Animals; Dates: year, month.**

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| **Language Level** | **Chinese Level 1 Novice-Mid** | | **Grade** | | **9-12** | **Date** | Teacher’s Discretion | | **Day in Unit** | | **1** | **Minutes** | **50** |
| **Unit Theme, Topic and Question** | **Contemporary Life: Animals. How do animals influence people’s lives?** | | | | | | | | | | | | |
| **Daily topic:** | What is your zodiac sign (你属什么？) | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Identify the animals in the Chinese Zodiac * Compare a Chinese Zodiac to a Western zodiac * Ask and answer questions about their Chinese zodiac signs * Draw and tell the animal zodiac signs for their family | | | | | | | | | |
|  | * Interpersonal | |
|  | * Interpretive | |
|  | * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** |  | | | | | | | | | | | |
| **Comparisons** | Cultures: Compare Chinese Zodiac animal symbols to Western zodiac symbols. | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources**  **•** **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | As learners enter the classroom, teacher gives them a glossary of animals. [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxseU1QNkkyakpfZkU/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxseU1QNkkyakpfZkU/view?usp=sharing) The learners see images of animals on the projection screen. Learners work in pairs to review the names of the animals.  Teacher shows a Western Zodiac on the projection screen and then projects a Chinese Zodiac next to the Western zodiac, pointing out how the symbols are different and the time frames are different as well (years vs months) | | | | | | | 7 min. | | Images of animals to project on the screen.  Images of Chinese and Western Zodiacs to project on the screen  Animal glossary handout  [**https://s-media-cache-ak0.pinimg.com/originals/e7/b2/dd/e7b2dd352ed30e1c11d27e7d56667526.jpg**](https://s-media-cache-ak0.pinimg.com/originals/e7/b2/dd/e7b2dd352ed30e1c11d27e7d56667526.jpg)**https://www.quora.com/How-can-you-tell-what-sign-you-are** | | | |
| **Provide Input** | Teacher gives learners Chinese Zodiacs. Teacher leads the Chinese Zodiac rap and asks learners to follow the order of animals on the Zodiac. Learners practice the rap with the teacher  [**https://www.youtube.com/watch?v=RJGmmN7gT5M**](https://www.youtube.com/watch?v=RJGmmN7gT5M) (year of the rooster).  Teach the Chinese Zodiac rap and ask learners to follow the order of animals on the Zodiac. | | | | | | | 10 min. | | Copies of Chinese Zodiac and Chinese Zodiac rap for each learner.  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsSjU4ZHM3UTM4MEU/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsSjU4ZHM3UTM4MEU/view?usp=sharing)  Video clip of Chinese New Year (2017 year of the rooster) | | | |
| **Elicit Performance / Provide Feedback** | Teacher asks learners to make a list of birth years for their family members. (NOTE: Learners were asked to bring to class the list of birth years for their family members). Teacher asks learners to use the list of birth years of their family members to locate the year and animal associated with the year on the Zodiac map. Learners draw the Zodiac animal next to each family member’s birth year on their list of family members. | | | | | | | 8 min. | | List of birth years for learners’ family members.  Chinese Zodiac  [**http://www.overseaswindow.com/node/21493**](http://www.overseaswindow.com/node/21493) | | | |
| **Provide Input** | Teacher models a question and the response: *When was your father born? My father was born in (year*); he is an (name of animal.) Teacher asks learners to work in pairs to practice the question and the response the teacher had modelled. | | | | | | | 5 min. | | List of birth years for learners’ family members with Zodiac animals drawn next to each person’s birth year. | | | |
| **Elicit Performance / Provide Feedback** | Learners work in groups of 4 to survey their family’s zodiac signs within the group, using the question and response modeled by the teacher. Each group tallies the number of family members for each zodiac sign. Students create a visual representation of the results to post on the classroom walls—group competition to encourage completion in a timely manner.  After posting their visual representations, learners do a short gallery walk to see what their classmates produced. | | | | | | | 15 min. | | Back of Participation Form (Handout 1).  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsd1V4d2V4aDFDa28/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsd1V4d2V4aDFDa28/view?usp=sharing)  Back of Participation Form  (Handout 1).  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsVzhGVnRIYWxka2c/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsVzhGVnRIYWxka2c/view?usp=sharing)  Chart paper and markers for visual representation of number of family members under each zodiac sign. | | | |
| **Closure** | Teacher hands out a unit plan and briefly goes over the can-do statements and timetable for summative assessments.  Teacher projects the Chinese Zodiac and leads the class in the Chinese Zodiac rap. | | | | | | | 5 min. | | Animal unit glossary and unit plan.  Projection of Chinese Zodiac. | | | |
| **Enhance Retention & Transfer** | Read the legend about the origin of the Chinese Zodiac. | | | | | | |  | | Copies of the legend of the Chinese Zodiac in English  (Handout 2)  [**https://www.travelchinaguide.com/intro/social\_customs/zodiac/story.htm**](https://www.travelchinaguide.com/intro/social_customs/zodiac/story.htm) | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

Handout 1

**BACK OF PARTICIPATION FORM**

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Handout 2

**CHINESE LEGEND**

This is the most widespread legend about the Chinese zodiac. The Jade Emperor (The Emperor of Heaven in Chinese folklore) ordered that animals would be designated as calendar signs and the twelve that arrived first would be selected. At that time, the cat and the rat were good friends and neighbors. When they heard of this news, the cat said to the rat: 'We should arrive early to sign up, but I usually get up late.' The rat then promised to awaken his friend and go together. However, on the morning when he got up, he was too excited to recall his promise, and went directly to the gathering place. On the way, he encountered the tiger, ox, horse, and other animals that ran much faster.

The rat didn’t want to fall behind the other animals so he thought up a good idea. He made the straightforward ox carry him on condition that he sing for the ox. At last, the ox and rat arrived first. The ox was happy thinking that he would be the first sign of the years, but the rat had already slid in front, and became the first lucky animal of the Chinese zodiac. Meanwhile his neighbor, the cat, was too late so when he finally arrived, the selection was over. That's why other animals appear behind the little rat and why the cat hates the rat so much that every time they meet, the cat chases and kills the rat.